

## **The Students' Ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang Okus**

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### **ABSTRACT**

The problem of this study was concerned to the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS. The objective of this study were to find out the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS and to find out the factors influence the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS. In this investigation, the writer used descriptive method. The population of the research was the beginner level students of English Genius Course Simpang OKUS. The were 73 students, which was consisted of four classes. In this research, the researcher used all the population, the total population was 73 students as the sample. The students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS was good or relatively able. Based on the result of questionnaire, the dominant factors that influence the students' ability in Pronouncing Centering Diphthongs of The Beginner Level Students of English Genius Course Simpang OKUS were outcomes and engagement.

*Keywords : Ability, Pronouncing, Centering Diphthong*

### **Introduction**

As stated by Hughes (2002, p.8-9) as a living language is acquired by a second language learner, a large number of other things also need to be adjusted for successful communication to take place, to learn to communicate expertly in another language a speaker must change and expand identity as he or she learns the cultural, social, and even political factors, which go into language choices, needed to speak appropriately with a new voice. The objective of learning English in Indonesia is to enable the students to use the language in communication, because by knowing English they can get much information about science for National Developement and also communication in internal relationship. However, learning English as foreign language is not the same as learning a mother tongue where the students have much time to use it in their dialy activity.

According to Ramelan (2006, p.5-7), as a non-native speaker, Indonesian's students often got difficulties in pronunciation. The first reason is the different elements between target language and native language. The problem in pronouncing English words may be caused by the similar sounds between native language (L1) and target

language (L2) with slightly different quality. The other reason is the same sounds between native language and target language but allophonic in target language. In Indonesia, the students only find English in their school. They study and practice their English in their classroom with their teacher. It is quite difficult for them to master English as foreign language. In teaching and learning process most of students find difficulties because English has so many differences in grammar, spelling and vocabulary. So the four language skills of language namely listening, speaking, reading, writing should be taught in the right way.

According to Senel (2006, p. 3) it should be noted here that language learners always come across some difficulties and problems while learning a foreign language. One of the most remarkable difficulties seen in this process happens to be in the pronunciation of the foreign language vocabulary. Harmer (2001, p. 12) states that the students must be trained adequately in all the four basic skills to make them easily practice and use the language. Although the learners have mastered the rules, they have not learned the correct distribution of rules yet. In fact, some students in Indonesia get some difficulties in learning English. They find many differences in grammar, sound system and culture concepts found in English but not in Indonesia. These differences can cause learning problems.

In addition according to Jones (2006, p. 22) "Diphthong is a sound made by gliding from one vowel position to another". It means that diphthongs are represented phonetically by sequences of two vowels, the first showing the starting point and the second indicating the direction of movement. Diphthongs are divided into three parts; vertical diphthongs, centering diphthongs and diagonal diphthongs. Vertical diphthongs consist of two sounds; [eɪ], and [oʊ]. Centering diphthongs consist of three sounds; [ɪə], [eə], and [ʊə]. Diagonal diphthongs also consist of three sounds; [aʊ], [oɪ], and [aɪ]. For some students the difficult sounds are diphthongs because their mother tongue keep interfering their pronunciation

Pronunciation is the way in which the language or a particular word or sound is pronounced." The second meaning is the way in which a particular person pronounces the words of a language." Pronunciation is one of the most important aspects in learning the language, especially in speaking skill. Slight different in pronunciation may have different meaning. That is why, pronunciation is very important in order to do spoken communication.

Based on, Dalton, and Seidlhofer (1994, p.3), pronunciation is defined in general term as the production of significant sound in two senses. For the first reason, it is used as part of code of a particular language. In this reason, pronunciation is as the production and the reception of sounds of speech. The second reason, it is used to achieve meaning in contexts of use. In this reason, pronunciation is in with reference to act of speaking.

According to Kenworthy, Joanne, et.al (2002, p.97) says that the English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English-speaking children learning to write their language)". According to Seidlhofer (2004, p.1) the stability of their quality vowels are divided into monophthongs and diphthongs. In pronouncing a monophthong its quality remains more or less stable. In pronouncing a diphthong its quality is changed: the end of the

diphthong differs from its beginning. A diphthong is a close combination of two vowel elements pronounced as one vowel with gliding articulation. A diphthong forms one syllable.

According to Samuel (2008, p.1) English diphthongs are divided into three groups they are Centering diphthongs: *beer* [bɪɔ], *bear* [beɔ], *boor* [buɔ], *boar* [bɔɔ], b) diphthongs to [ɪ]: *buy* [baɪ], *boy* [bɔɪ], *bay* [beɪ], and diphthongs to [u]: *bow*, *beau* [bcu], *bow*, *bough* [bau]. According to Dobrovolsky (2001, p.1) diphthongs are vowels that exhibit a change in quality within a single syllable. English diphthongs show changes in quality that are due to tongue movement away from the initial vowel articulation towards another vowel position. This change in vowel quality is clearly perceptible in words such as *say*, *buy*, *cow*, *ice*, *lout*, *go* and *boy*.

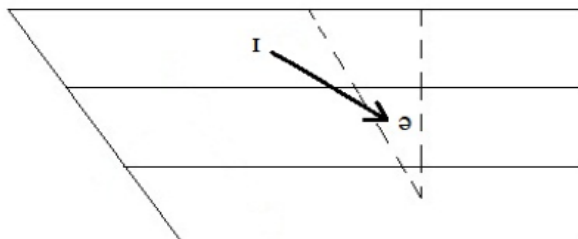
The first part of a diphthong is much longer and perceptually more salient than the second. In standard British English, there are nine diphthongs and they fall into two classes: centering diphthongs and closing diphthongs. In a centering diphthong, during the final phase of the vowel articulation, the highest point of the tongue moves quickly towards the centre of the mouth – the typical position it assumes for the articulation of schwa ([ə]), the vowel at the beginning of the word *aloud*. There are four centering diphthongs, namely [ɔɔ], as in *dear*, *cheer* and *clear*; [eɔ] as in *rare*, *wear* and *air*; [ʌɔ] as *boor*, *sure* and *dour*; and [cɔ] as in *oar*, *shore* and *roar*. Nowadays, [ʌɔ] and [cɔ] are disappearing from RP and many other varieties of British English. They are being replaced by [c:]. As a result, words like *paw*, *pore* and *poor* rhyme with each other. They all come out as [pɔ:].

In closing diphthongs, the tongue starts in a relatively low position and ends up in a high position either in the palatal area at the front of the mouth in the region where the glide [j] is articulated, or at the back of the mouth in the velar area where the glide [w] is produced. There are three closing diphthongs that end in [ɔ]. They are [eɔ] which is found in *way*, *weight* and *tail*; [aɔ] which is found in *tie*, *buy* and *my*; and [cɔ] which is found in *oil*, *boy* and *coin*. There are only two diphthongs rising to [ʌ], namely [ɔɔ] as in *no*, *go* and *slow* and [aʌ] which occurs in *proud*, *town* and *round*. Observe also that in all cases, the diphthongs are somewhat longer than the short simple vowels.

The English centering diphthong consists of [ɪə], [ɛə], [ʊə].

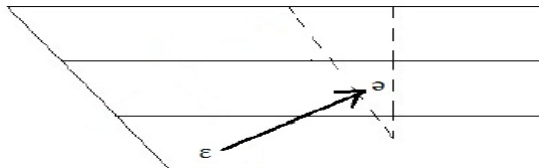
### Diphthong [ɪə]

Dobrovolsky (2001, p.1) diphthong [ɪə] is a high-front-centering diphthong. The tongue starts from the vowel [ɪ], as found in the word „bill“ or the second from the word „sikiil“ (*Javanese*), and not from the closer [i] vowel sound; then it glides away in the direction of the central vowel [ə]. The two lips are in neutral position during the vowel glide.



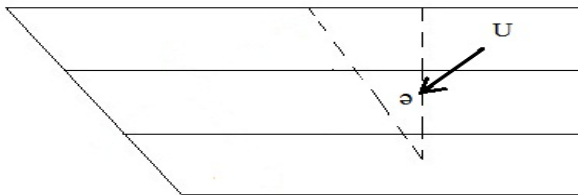
### **Diphthong [ɛə]**

Dobrovolsky (2001, p.1) diphthong [ɛə] is a low front-centering diphthong. The tongue starts from an open vowel position, slightly higher than the position for the English [æ] vowel sound as found in the word „man”; then it glides away in the direction of the central vowel [ə]. The lips are either spread or neutral during the glide. The lower jaw is clearly felt to be slightly moving upward.



### **Diphthong [ʊə]**

Dobrovolsky (2001, p.1) diphthong [ʊə] is a high back centering diphthong. The tongue starts from the English vowel [ʊ] position such as found in the word „good”, and not from the closer [u:]; then, it glides away in the direction of the central vowel [ə]. The lips are rounded for the first element, and are then drawn back to neutral position during the glide.



### **Concept of Students Successful in Teaching Learning Process**

According to Walls as cited in Gokarn (2015, p. 2) there were some factors that influence students learning. They are Outcomes, Clarity, Engagement, Enthusiasm.

The first is concerns the utilization of an outcomes based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. These outcomes inform students of where they are going and how they will get there. Outcomes also provide the teacher with a framework for designing and delivering the course content. Furthermore, outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness.

The second is involves the clarity of instruction. More effective teachers typically provide students with highly explicit directions and explanations concerning the course organization and content. When delivering instruction, nothing should be left to chance. If students are not meeting your expectations, your methods of delivery may lack the required degree of clarity. When a teacher tells, shows, and makes the message available from alternate perspectives to alternate senses, that teacher is engaged in effective instructional practice. Additionally, the course should be structured in a way that affords students the opportunity to make connections between the new material that is being presented and the concepts that they have already learned.

The third is engagement. This principle suggests that students learn by doing. The formal lecture represents an archaic model defined by instructor as deliverer and student as receiver. This model exemplifies one-way communication and perpetuates an incomplete model of education. Accordingly, teachers must create a dynamic, educational environment that affords students the opportunity to practice every concept that they are learning.

The fourth is enthusiasm. As straightforward as it may seem, "if you hate to teach it, your students will hate to learn it." Conversely, if you love to teach it, your students may very well love to learn it. Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher's subject matter knowledge and instructional experience. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students.

## **Methodology**

### **Research design, Population and Sample**

This research was conducted by using the descriptive method. This method was selected by the writer because it was the most appropriate method in describing the facts and data obtained from the research as what Gay (1992, p.9) states descriptive method is a research that based on the collection and analysis of numerical data such observation, interviews and other more discursive source of information.

By using this method, it means collecting the data, arranging and classifying of the data, analyzing, and interpreting about the students' ability in understanding phoneme and allophones to the English Genius Course Simpang OKUS.

The population of this research was all of the beginner level students of English Genius Course Simpang OKUS in academic year 2016/2017. There were six classes: Beginner 1, Beginner 2, Beginner 3, Beginner 4. Each class consisted less than 25 students, so the total number of population are 73 students.

Arikunto (2006, p. 130) population is all of the research of subject. The population in this research was all students of the beginner level of English Genius Course Simpang OKUS, which was consisted of 73 students. Most of students were the students of Elementary school of grade 5 and 6.

The sample of this study was presented on the following table:

Table 1  
Sample of the Research

No	Level	Male	Female	Total
1	Beginner 1	8	17	18
2	Beginner 2	3	10	19
3	Beginner 3	4	9	18
4	Beginner 4	5	11	18
Total				73

(Source : English Genius Course Simpang OKUS)

## **Technique for Collecting the Data**

### **Test**

In collecting the data of this research, the writer used a test. Arikunto (2010, p.150) states test is a list of questions or exercises or other tool that used to measure skill, intelligent, ability or talent that has individual or group. Brown (2006, p. 209) states test is a method of measuring a person's ability or knowledge in a given area. In this study the test is exam or trial or something to find out its quality, value, and composition.

The writer divided a test on the pronouncing the centering diphthong. The test had contribution in finding out and describe what was the ability of the English Genius Course Simpang OKUS in pronouncing centering diphthong. The data were the English diphthongs pronunciation those are pronounced by the sample students. The test consisted of thirty items, the students' were asked to spell the word and the writer recorded their spelling. The writer re listened the students record and wrote the students' spelling on the correction sheet.

### **Questionnaires**

According to Cohen, et.al., (2005, p. 245) the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to be analyzed.

For analyzing what was the factors that influence by the tenth grade students able or not in comprehending expression making and cancelling an appointment of English Genius Course Simpang OKUS, the writer used questionnaires from Walls (1999). The form of questionnaire was the students answer yes or no about a question. The questionnaire was consisted of twenty items. The table specification of the questionnaire was devised as shown in following table 3:

Table 2  
Questionnaire Specification

No	Material	Indicator	Item Test
1	Outcomes	The students focus their attention on clear learning goals.	1, 2, 3, 4, 5.
2	Clarity	The teacher give student task, exercise, homework, and feedback	6, 7, 8, 9, 10.
3	Engagement	Teacher gives students opportunity to engange the material, ask some difficulties, have discussion	11, 12, 13, 14, 15.
4	Enthusiasm	The taecher shows to the students that the teacher teaches them seriously and professionally, so the students	16, 17, 18, 19, 20.



		are becoming more active .	
	Total		20

## Validity and Reliability

### Validity

In this research, the writer used Content Validity. According to Cohen et. al (2005, p.105) stated that validity is an important key to effective research. If a piece of research is invalid, then it will be worthless. In order to know if the contents of the test items given were appropriate or not, the writer used the content validity. In order to make the test has a great content validity constructed the test of specification, the writer constructed the test specification items as follows:

Table 3  
Specification of test Item

Specification of test item			
Objective	Indicator	Material of the item test	Number Of Item
To find out students' difficulties in pronouncing centering diphthong	The students are able to pronounce centering diphthong.	1. [iə]	12
		2. [eə]	12
		3. [uə]	12
		Total36	

The researcher found there were 6 items were in valid they were item 4, item 9, item 12, item 16, item 20, and item 23, and there were 30 items were valid. So, the researcher used 30 items for the research instrument.

### Reliability of the Test

It is important to investigate the reliability of test instrument. Cohen, et.al (2005, p. 117) stated that "reliability is consistency and replicability over time, over instrument and over group of respondent." On the other words, reliability test was how consistent test score or other evaluation results were from one measurement to another. To estimate the instrument is reliable or not, the researcher will find the reliability through Cronbach Alpha Test by using SPSS 20 Program.

Reliability Statistics

Cronbach's Alpha	N of Items
.959	36

The table above showed that the Cronbach's Alpha Point was 0.959, it was more than 0,70. So, it meant that the items of the instruments were reliable and could be used as the instrument of the research.

## Result and Discussion

### Result of Test

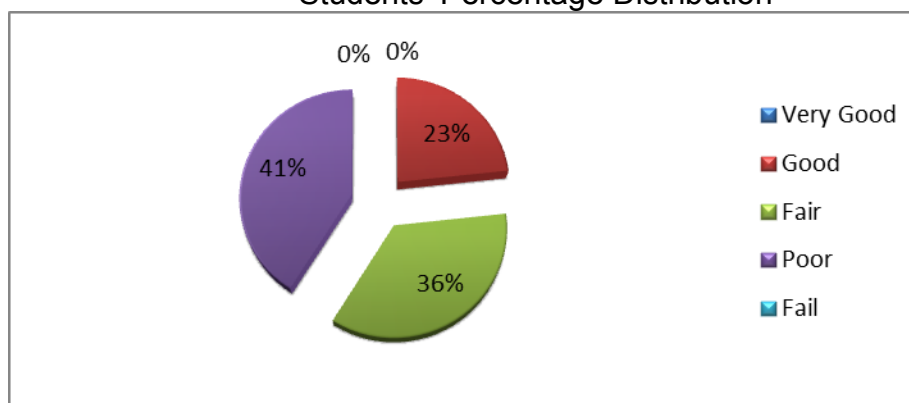
In collecting the data of the students' ability in pronouncing centering diphthong the writer took individual score from the test. The writer gave thirty test items to the beginner level students of English Genius Course Simpang OKUS in academic year 2016/2017. Based on the result of the test, the researcher described the frequency of students' score criteria were at the following table:

Table 4  
The Frequency of students' score criteria

No	Score Range	Score criteria	Frequency	Percentage (%)
1	80 - 100	Very Good	0	0
2	66 - 79	Good	17	23.29
3	56 - 65	Fair	26	35.62
4	41 - 55	Poor	30	41.10
5	00 -40	Fail	0	0
Total			73	100

The table above showed that there were no students (0%) who gained score 80-100 in level very good, 17 students (23.29%) who gained score 66-79 in level good, 26 students (35.62%) who gained score 56-65 in level fair, 30 students (41.10%) students gained score 41 - 55 in level poor and no students (0%) students got score 00-40 in level fail. The frequency of students score criteria presented on the chart 1 below:

Chart 1  
Students' Percentage Distribution



So, the average score range of the students score obtained in pronouncing centering diphthong was 58.13, it meant that the beginner level students of English Genius Course Simpang OKUS in academic year 2016/2017 was able in pronouncing centering diphthong.

### Result of Questionnaire



In collecting the data to know the factors that influence the students' ability in pronouncing centering diphthong, the writer took individual answer from the questionnaire. Based on the analysis, it found that various answer were given by the students. The various answer result in different scores after the scores were tabulated. Table below showed the results of questionnaire were done by the students.

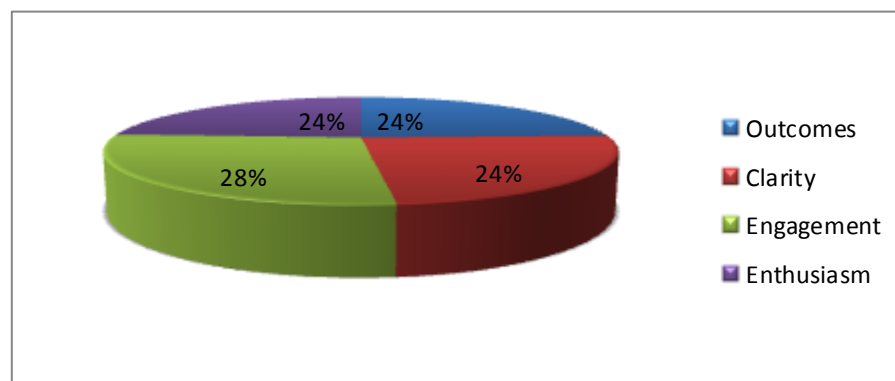
The Distribution of Students' Percentage of Questionnaire was presented on the following table:

Table 5  
The Distribution of Students' Percentage of Questionnaire

Factors	Frequency		Percentage	
	Yes	No	Yes	No
Outcomes	217	148	35.75	<b>24.38</b>
Clarity	220	145	36.24	23.89
Engagement	197	168	32.45	<b>27.68</b>
Enthusiasm	219	146	36.08	24.05
Total	853	607	100.00	100.00

Based on the finding the writer found that the dominant factors that influence the students' ability in pronouncing centering diphthongs of the beginner level students of English Genius Course Simpang OKUS were outcomes, and engagement. The result of students' percentage score could be seen on the following chart:

Chart 2  
Students' Percentage Distribution of the Questionnaire



## Discussion

In finding, there was some students got very good score, good score, fair score and no one got poor and fail score. Most of students could answer the test in pronouncing centering diphthong well. The writer interpreted that the level of the students' ability in pronouncing centering diphthong of the beginner level students of English Genius Course Simpang OKUS was good or relatively able.

Based on the finding the writer found that the dominant factors that influence the students' ability in pronouncing centering diphthongs of the beginner level students of English Genius Course Simpang OKUS were outcomes, and engagement.

### **Conclusion**

On the finding the writer could concluded that the students' ability in pronouncing centering diphthong of the beginner level students of English Genius Course Simpang OKUS was good or relatively able. Based on the result of questionnaire, the dominant factors that influence the students' ability in pronouncing centering diphthongs of the beginner level students of English Genius Course Simpang OKUS were outcomes, and engagement.

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